

## CRTW Essay Rubric

	A (90–100)	B (80–89)	C (70–79)	D (60–69)	F (0–59)
<b>Purpose &amp; Organization</b>	Essay displays innovative and complex analysis and argument. <b>Clear</b> purpose and effective, <b>logical</b> organization.	Essay displays <b>clear</b> sense of topic and purpose. Effective and <b>logical</b> plan of organization.	Essay displays <b>clear</b> sense of topic or purpose, but problems with organization may exist. Not specific or <b>sufficiently</b> developed.	Essay demonstrates an attempt to fulfill the assignment. May lack <b>clear</b> purpose or sufficient organizational plan.	Essay does not meet assignment requirements. Lacks purpose or organizational plan.
<b>Thesis, Question at Issue, &amp; Point of View</b>	Imaginative, <b>clear</b> , <b>precise</b> , and <b>relevant</b> thesis addresses complexities of the issue. Synthesizes alternative points of view and acknowledges potential impediments.	<b>Clear</b> , <b>precise</b> , and <b>relevant</b> thesis addresses some complexities. Acknowledges alternative points of view and may address potential impediments.	Thesis may lack <b>precision</b> , <b>relevance</b> , or specificity. Does not acknowledge alternative points of view.	Thesis may be general, implied, <b>imprecise</b> , or predictable. Fails to acknowledge different sides or complexities of an issue.	Thesis is self-contradictory or missing.
<b>Information &amp; Use of Evidence</b>	Essay displays <b>breadth</b> of <b>relevant</b> and <b>accurate</b> information. Complex analysis, sophisticated understanding of the source’s information and conclusions.	Information is <b>accurate</b> and <b>sufficiently</b> interpreted and evaluated. Sources are questioned, but evaluation and understanding are less complex.	Essay includes some interpretation and evaluation of information but not enough to develop a <b>logical</b> analysis or synthesis. Little questioning of sources.	Information is <b>inaccurate</b> or taken from source without question, interpretation, or evaluation. More report than analysis.	Information is lacking or <b>inaccurate</b> , <b>insufficient</b> , inappropriate. Includes generalizations, faulty assumptions, or errors of fact.
<b>Context, Assumptions, &amp; Concepts</b>	Writer <b>sufficiently</b> analyzes own and others’ assumptions and <b>sufficiently</b> evaluates the <b>relevance</b> of contexts. <b>Relevant</b> concepts are <b>clearly</b> identified and defined.	Writer identifies and questions own and others’ assumptions and identifies <b>relevant</b> contexts. <b>Relevant</b> concepts are identified and defined.	Writer questions some assumptions and identifies context. May be more aware of other’s assumptions than one’s own. <b>Relevant</b> concepts identified but not defined.	Writer displays emerging awareness of assumptions. Identifies some contexts and less <b>relevant</b> concepts.	Writer lacks awareness of assumptions. Fails to identify <b>relevant</b> contexts and concepts.
<b>Conclusions &amp; Consequences</b>	Conclusions and related implications/consequences are <b>logical</b> and aligned with a <b>relevant breadth</b> of evidence.	Conclusions are <b>logically</b> tied to a range of information, including opposing viewpoints and <b>relevant</b> consequences.	Information is chosen to fit the desired conclusions. Some consequences may be identified <b>clearly</b> .	Conclusions are oversimplified or <b>insufficiently</b> tied to information discussed. Consequences are oversimplified.	Conclusions are missing or <b>irrelevant</b> . Consequences are not identified.
<b>Writing Style, Grammar, Mechanics, &amp; Documentation</b>	Energetic, <b>clear</b> , and <b>precise</b> writing style. Few or no grammatical and/or mechanical errors. Sources integrated and documented <b>accurately</b> using MLA format.	<b>Clear</b> and <b>precise</b> writing style. Evidence of careful editing, but may contain a few grammatical and/or mechanical errors that do not impede understanding. Minor <b>inaccuracies</b> in documentation of sources.	<b>Clear</b> style, but may include problems with sentence construction or word choice. Errors may affect readers’ ability to understand content. May display patterns of <b>inaccurate</b> documentation of sources.	<b>Unclear</b> style compromised by repetitive or flawed sentence patterns, inappropriate or <b>imprecise</b> word choice, and/or confusing syntax. Errors may interfere with readability. Incomplete or <b>inaccurate</b> documentation.	<b>Unclear</b> style compromised by serious difficulties with fluency that impede understanding. Sources may not be handled responsibly and/or documented <b>accurately</b> .